



National  
Qualifications  
2016

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**2016 Mandarin (Simplified)**

**Advanced Higher - Reading and Translation**

**Finalised Marking Instructions**

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## General Marking Principles for Advanced Higher Mandarin (Simplified) Reading

*This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the detailed marking instructions, which identify the key features required in candidate responses.*

- (a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding; they are not deducted from a maximum on the basis of errors or omissions.
- (c) If a specific candidate response does not seem to be covered by either the principles or detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader.
- (d) Award a mark to each answer. Marks are not transferable between questions.
- (e) The marks available in this Paper are as follows:
  - (i) The first set of questions (worth 23 marks) in Section 1 requires candidates to provide answers based on comprehension of information from the text. The marks available for each question generally range between 1-4 marks.
  - (ii) The last question in Section 1 is the overall purpose question. For this question candidates must draw meaning from their overall understanding of the text. There is a maximum of 7 marks available for full reference to the text and detailed comment. Pegged marks of 5/3/1 are given for degrees of reference to the text and comment. 0 marks will be given where candidates show little or no inferential skills or understanding of the overall purpose of the text.
  - (iii) Section 2 is the translation question (worth 20 marks). For this question candidates must translate the underlined section of the text. The section for translation will be divided into 10 sense units. For each sense unit, 2, 1 or 0 marks will be awarded: 2 marks for a full translation, 1 for partial translation, and 0 for an unsuccessful attempt.
- (f) For questions that ask candidates to 'state' or 'give', candidates must give a brief, accurate response/name.
- (g) We use the term "or any other acceptable answer" to allow for the possible variation in candidate responses. Credit should be given according to the accuracy and relevance of candidate's answers. Candidates may be awarded marks where the answer is accurate but expressed in their own words.

## Detailed Marking Instructions for each Question

### Section 1 = Reading

Question			Expected Answer(s)	Max Mark	Unacceptable Answers
1.			<ul style="list-style-type: none"> <li>• Being with their family</li> <li>• Eating more healthily</li> <li>• Keeping fit/doing exercise/workout</li> <li>• Having a better balance between work and life</li> <li>• Managing family finances/money well</li> </ul> <p>(Any 4 from 5)</p>	4	
2.	(a)		<ul style="list-style-type: none"> <li>• (People hope to get more) advice and support (from family/friends)</li> <li>• (People) don't think having money/being rich is the best thing (any more)</li> <li>• <u>More than 20%</u> of people indicated that family life has become better</li> <li>• 17% of people indicated that friendships have become closer</li> </ul> <p>(Any 3 from 4)</p>	3	
	(b)		<ul style="list-style-type: none"> <li>• (majority of consumers) have learned how to adjust their family's spending</li> <li>• (They are more) willing to spend time/money on family life</li> <li>• 43% of British people want to spend time with their family</li> <li>• They don't want to go out to spend money</li> </ul> <p>(Any 2 from 4)</p>	2	

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
3.	(a)	<ul style="list-style-type: none"> <li>• <u>More and more</u> people like cooking/ baking at home</li> <li>• (Many) people spend money on their gardens/interior renovation</li> <li>• The number of people going out for drinks has reduced</li> </ul> <p>(Any 2 from 3)</p>	2	
	(b)	<ul style="list-style-type: none"> <li>• Sales of <u>dining</u> furniture down by 5%</li> <li>• <u>More and more</u> people (choose to) eat in front of the TV/don't eat at the dining table (together)</li> </ul>	2	sit in front of TV
	(c)	(i)	1	
		(ii)	1	
4.		<ul style="list-style-type: none"> <li>• In order to save money, (many) people/consumers started shopping in charity shops,</li> <li>• This increased the income of the charity which helped more people</li> </ul>	2	

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
5.	(a)	<ul style="list-style-type: none"> <li>• They were (still) optimistic</li> <li>• They believed with hard work they could succeed</li> <li>• They had the same chance/opportunity as anybody else/more chance/opportunity than others</li> </ul> <p>(Any 2 from 3)</p>	2	
	(b)	<ul style="list-style-type: none"> <li>• Under normal circumstances, people's sense of satisfaction should have decreased (because of the economic recession)</li> <li>• (However, the survey shows that) <u>one fifth</u> of British people felt their family relationships became closer</li> <li>• They became more optimistic/positive about getting a job</li> <li>• (The survey shows) that in fact British people's sense of satisfaction was even higher than before the recession</li> <li>• Britain is one of the happiest nations in the world</li> </ul> <p>(Any 4 from 5)</p>	4	

Question		Expected Answer(s)	Max Mark	Additional Guidance	
6.		<p>The writer's purpose is to reflect on how British people's lives have been impacted by the economic recession.</p> <ul style="list-style-type: none"> <li>Surprisingly, the writer is able to highlight a number of positives resulting from the economic recession, such as closer family relationships, better management of family budgets and healthier lifestyles.</li> <li>There has been a growth in thinking about the needs of others, shown by the increasing desire to take part in charitable activities.</li> <li>The writer details a large number of facts to support his/her argument.</li> <li>There is extensive use of comparisons.</li> <li>The writer uses a variety of headings to inform about different aspects of the topic.</li> <li>The writer uses statistics to effectively illustrate how lives have been positively affected by the economic recession.</li> <li>The tone of the article is formal which gives added impetus to the opinions expressed in the article.</li> </ul>	7	Pegged Marks	Criteria
				7 OR 5	The candidate provides a clear, concise and reflective answer, drawing inferences which are entirely appropriate, analytical and which demonstrate a sophisticated and accurate reading of the text. The answer clearly relates to the advice given in the Expected answers column, or any other equally appropriate response.
				3 OR 1	The candidate provides an answer which may contain some degree of misreading, but which offers evidence of appropriate inferencing skills. The candidate may, however, tend to supply information from the text with little attempt to draw inferences.
				0	The candidate's answer simply provides information to be found in the text with no attempt to draw inferences.

Section 2 - Translation

Question	Expected Response(s)	Max Mark	Additional Guidance
	<p>Translation</p> <p>Translate the underlined section into English: (lines 28–33)</p> <p>根据调查，经济衰退，让英国人变得更和平、...他们大多数的人都仍然希望参与慈善活动。</p>	20	<p>The translation into English is allocated 20 marks. The text for translation will be divided into a number of sense units. Each sense unit is worth 2 marks, which will be awarded according to the quality and accuracy of the translation into English. In assessing the candidate's performance, the descriptions detailed below will be used. Each sense unit will be awarded one of the marks shown.</p> <p><b>2 - Good:</b> Essential information and relevant details are understood and conveyed clearly and accurately, with appropriate use of English</p> <p><b>1 - Satisfactory:</b> Essential information is understood and conveyed clearly and comprehensibly, although some of the details may be translated in an imprecise or inaccurate manner. The key message is conveyed in spite of inaccuracies and weaknesses in the use of English</p> <p><b>0 - Unsatisfactory:</b> The candidate fails to demonstrate sufficient understanding of the essential information.</p>

Question	Text	Good - 2	Satisfactory - 1	Unsatisfactory - 0
7.	根据调查，经济衰退	According to the survey, the economic recession		
	让英国人变得更和平、善良，	has made British people more peaceful and kind.		
	知道怎么照顾自己和别人。	They know how to look after themselves and others.		
	他们不但变得更关心自己，	Not only have they become more caring of themselves,		
	很多英国人，特别是年轻人，	many British people, especially young people,		
	都表示要参与慈善活动。	indicated that they wanted to participate in charitable activities.		
	而55岁以上的很多人	And many people over 55 years of age,		
	除了有各种各样的丰富生活以外，	apart from having a rich and varied life,		



Question	Text	Good - 2	Satisfactory - 1	Unsatisfactory - 0
	比如学电脑、音乐、外语等等,	such as learning about computers, music and foreign languages,		
	他们大多数的人仍然都希望参与慈善活动。	still hope for the most part to be able to participate in charitable activities.		

[END OF MARKING INSTRUCTIONS]



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## 2016 Mandarin (Simplified)

### Advanced Higher - Listening and Discursive Writing

### Finalised Marking Instructions

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## General Marking Principles for Advanced Higher Mandarin (Simplified) Listening

*This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the detailed marking instructions, which identify the key features required in candidate responses.*

- (a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding; they are not deducted from a maximum on the basis of errors or omissions.
- (c) If a specific candidate response does not seem to be covered by either the principles or detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader.
- (d) Award a mark to each answer. Marks are not transferable between questions and the answers for each question must come from the Item.
- (e) The marks available in this Paper are as follows:
  - (i) The first set of questions from Item 1 (worth 9 marks) and all questions from Item 2 require candidates to provide answers based on comprehension of information from the passage. The marks available for each question generally range between 1-3 marks.
  - (ii) The last question from Item 1 is the overall purpose question worth 1 mark. This is always a supported question. In this paper three answer options are given. The candidate writes their chosen option in the answer booklet. Where a candidate writes two or all three options award zero marks.
- (f) For questions that ask candidates to 'state' or 'give', candidates must give a brief, accurate response/name.
- (g) The Marking Instructions indicate the essential idea that a candidate should provide for each answer. We use the term "or any other acceptable answer" to allow for the possible variation in candidate responses. Credit should be given according to the accuracy and relevance of candidate's answers. Candidates may be awarded marks where the answer is accurate but expressed in their own words.

## Detailed Marking Instructions for each Question - Listening

### Item 1

Question		Expected Answer (s)	Max Mark	Unacceptable answers
1.	(a)	<ul style="list-style-type: none"> <li>65%</li> </ul>	1	
	(b)	<ul style="list-style-type: none"> <li>Wages are not high/are low</li> </ul>	1	
	(c)	<ul style="list-style-type: none"> <li>It provides pocket money</li> <li>They have the opportunity to travel</li> <li>They can gain work experience</li> <li>(some people) can learn Chinese while they work</li> </ul> <p>(Any 3 from 4)</p>	3	
	(d)	<ul style="list-style-type: none"> <li>They need to have (over) 5 years of (teaching) experience</li> </ul>	1	
	(e) (i)	<ul style="list-style-type: none"> <li>There are not enough foreign teachers/too many schools need foreign teachers</li> <li>So schools (would) have to employ (foreign) teachers without experience</li> </ul>	2	
	(ii)	<ul style="list-style-type: none"> <li>(Learning English) is very important</li> <li>Their children should learn from/with foreign teachers</li> </ul> <p>(Any 1 from 2)</p>	1	
	(f)	<ul style="list-style-type: none"> <li>1 - To stress the importance of using English native speakers to teach the subject</li> </ul>	1	

Item 2

Question		Expected Answer (s)	Max Mark	Unacceptable answers
2.	(a)	<ul style="list-style-type: none"> <li>At secondary school/7 years ago</li> </ul>	1	
	(b)	<ul style="list-style-type: none"> <li>They like to experience Chinese food <u>and</u> culture</li> <li>They like to communicate (with Chinese people)</li> <li>China's economy is developing (more) quickly</li> <li>Easier to find work there</li> </ul> <p>(Any 3 from 4)</p>	3	
	(c)	<ul style="list-style-type: none"> <li>Not being able to speak (fluent) Mandarin/Chinese</li> <li>Not having a (suitable) profession/specialism/skills</li> <li>Not willing to stay (in China) for a long period of time</li> <li>Need to compete with Chinese students/graduates (who have returned from abroad)</li> </ul> <p>(Any 3 from 4)</p>	3	
	(d)	<ul style="list-style-type: none"> <li>They can communicate (more easily) with foreign companies</li> <li>Get on better with colleagues</li> <li>Understand different styles of management</li> </ul> <p>(Any 2 from 3)</p>	2	

Question		Expected Answer (s)	Max Mark	Unacceptable answers
	(e)	<ul style="list-style-type: none"> <li>To have fulfilling/rich/varied work experience</li> <li>To have their CV in Chinese (so companies can understand you more)</li> <li>To have good connections/relationships/contacts (is important)</li> <li>To be patient (is important)</li> </ul> <p>(Any 3 from 4)</p>	3	
	(f)	<ul style="list-style-type: none"> <li>Used to be a <u>French</u> teacher</li> <li>He worked in a canteen/restaurant</li> <li>He was (still) happy</li> <li>He travelled to many places in China (when he had time)</li> <li>Made many Chinese friends</li> </ul> <p>(Any 3 from 5)</p>	3	

Question		Expected Answer (s)	Max Mark	Unacceptable answers
	(g)	<ul style="list-style-type: none"> <li>• Have to help foreign workers to apply for work visa</li> <li>• Which is very complicated/troublesome</li> <li>• Foreign workers' salaries are higher/more (than Chinese workers')</li> <li>• Their Chinese colleagues may not speak English/there could be communication problems</li> </ul> <p>(Any 3 from 4)</p>	3	
	(h)	<ul style="list-style-type: none"> <li>• His salary is lower/less (than in Scotland)</li> <li>• Things are getting more expensive/cost of living not cheap</li> <li>• Life is not going to be easy (anymore)</li> </ul> <p>(Any 2 from 3)</p>	2	

## General Marking Principles for Advanced Higher Mandarin (Simplified) Discursive Writing

*This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this paper. These principles must be read in conjunction with the detailed marking instructions, which identify the key features required in candidate responses.*

- (a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding; they are not deducted from a maximum on the basis of errors or omissions.
- (c) If a specific candidate response does not seem to be covered by either the principles or detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader.
- (d) Marking should be holistic. There may be strengths and weaknesses in the piece of writing; markers should focus as far as possible on the strengths, taking account of weaknesses only where they significantly detract from the overall impression.  
Three main aspects of the piece of writing should be considered:
  - (i) Content
  - (ii) Accuracy
  - (iii) Language resource - variety, range, structures
- (e) Using the pegged marks table, the marker should first select the row of the table in which the descriptors most closely match the candidate's piece of writing. Once that row has been identified, the assessor should follow this guidance:
  - If the evidence largely matches the descriptors across all of the aspects of the work, award the higher of the two available marks
  - If the evidence largely matches the descriptors across most of the aspects of the work, award the lower of the two marks available
- (f) If markers are in doubt about which of two adjacent rows to select: select the upper row and award the lower pegged mark in that row.
- (g) Markers can award the highest pegged mark (40) for writing even if there are minor errors. These should not detract from the overall impression.
- (h) Candidates are instructed to write 300-400 characters. The general and detailed marking instructions should be applied even where the length of the piece of writing falls outside this range.



## Detailed Marking Instructions - Discursive Writing

Mark	Content	Accuracy	Language resource: variety, range, structures
40 or 36	<ul style="list-style-type: none"> <li>• The essay is well structured and all aspects are relevant to the title</li> <li>• The topic is addressed fully, in a balanced way</li> <li>• Overall this comes over as a comprehensive, competent, well thought-out response to the task which reads naturally</li> </ul>	<ul style="list-style-type: none"> <li>• The language is characterised by a high degree of accuracy and may show some flair.</li> <li>• A comprehensive range of verbs and characters for tenses is used accurately and tenses are consistent and accurate</li> <li>• There is evidence of confident handling of all aspects of grammar and characters written accurately</li> <li>• Some minor errors need not detract from the overall very good impression</li> </ul>	<ul style="list-style-type: none"> <li>• The language used is mostly complex and sophisticated</li> <li>• There is a wide range of structures and vocabulary appropriate to Advanced Higher</li> <li>• There is a comprehensive range of verbs/duplicate verb, modal verbs and characters for tenses</li> <li>• There is good use of less common adjectives, adverbs, prepositional phrases and, where appropriate, word order</li> <li>• A wide range of measure words, possessive and adverbs markers, numerals and particles is used appropriately</li> <li>• Some words of time/sequences, words for mood, and personal/demonstrative/interrogative pronouns are used as appropriate</li> <li>• The candidate uses co-ordinating conjunctions and subordinate clauses throughout the writing</li> <li>• Language flows well and ideas and opinions are expressed effectively</li> </ul>

Mark	Content	Accuracy	Language resource: variety, range, structures
32 or 28	<ul style="list-style-type: none"> <li>• The essay has a good sense of structure and most aspects are relevant to the title</li> <li>• The topic is addressed well</li> <li>• The content is clear and well thought out</li> </ul>	<ul style="list-style-type: none"> <li>• The language is clearly comprehensible throughout and fairly free of serious errors in areas appropriate to Advanced Higher.</li> <li>• A range of verbs is used accurately and tenses are generally consistent and accurate</li> <li>• Other parts of speech are used accurately</li> <li>• There are few serious errors in lines and/or strokes and/or radicals of Chinese characters</li> </ul>	<ul style="list-style-type: none"> <li>• The language used is generally complex and sophisticated</li> <li>• Contains a reasonable range of vocabulary and structures appropriate to Advanced Higher</li> <li>• The candidate uses a range of verbs/duplicate verb, modal verbs and characters for tenses</li> <li>• There will be variety in the verbs used and the candidate generally uses a different verb in each sentence</li> <li>• Quite a lot of accurate measure words are used as appropriate</li> <li>• Some possessive markers, numerals and particles are used appropriately</li> <li>• Most of the more complex sentences use co-ordinating conjunctions and there may also be examples of subordinating conjunctions where appropriate</li> <li>• Ideas and opinions are expressed effectively</li> </ul>

Mark	Content	Accuracy	Language resource: variety, range, structures
24 or 20	<ul style="list-style-type: none"> <li>• The essay has some sense of structure and most aspects have some relevance to the title</li> <li>• The topic is addressed adequately</li> <li>• The content is mostly clear</li> </ul>	<ul style="list-style-type: none"> <li>• The language may be mostly accurate. However, in places, where the candidate attempts to use detailed and complex language, this may be less successful</li> <li>• Characters are generally correct</li> <li>• The verbs are generally correct, but basic</li> <li>• Spelling and punctuation are generally correct but</li> <li>• There may be a few errors in some parts of speech - personal pronouns, gender of nouns, singular/plural forms of nouns, possessive/adverb markers</li> <li>• Overall, there is more correct than incorrect and there is the impression that the candidate can handle tenses</li> </ul>	<ul style="list-style-type: none"> <li>• There are some examples of complex and sophisticated language</li> <li>• Contains a reasonable range of vocabulary and structures appropriate to Advanced Higher</li> <li>• There is a limited range of verbs/verb forms and tenses</li> <li>• Where the candidate attempts constructions with modal verbs/duplicate verbs, these are not always successful</li> <li>• Ideas and opinions are expressed adequately</li> <li>• There is some dictionary misuse</li> </ul>

Mark	Content	Accuracy	Language resource: variety, range, structures
16 or 12	<ul style="list-style-type: none"> <li>• The essay is lacking in structure and less than half of the aspects have any relevance to the title</li> <li>• The topic is addressed but in a limited way</li> <li>• The content is limited and may be presented as a single paragraph</li> </ul>	<ul style="list-style-type: none"> <li>• The language is insufficiently accurate to convey meaning clearly and consistently</li> <li>• Although basic structures are used accurately, control of the language structure at times deteriorates significantly</li> <li>• Ability to form tenses is inconsistent and there may be confusion between the verbs and duplicate verbs, nouns and their singular/plural forms</li> <li>• There are errors in other parts of speech - gender of nouns, possessive and adverb markers, particles and in lines/strokes/radicals of characters, conjunction words and where appropriate, character order</li> <li>• Overall there is more incorrect than correct</li> </ul>	<ul style="list-style-type: none"> <li>• There is limited use of complex and sophisticated language</li> <li>• Contains a very limited range of vocabulary and/or structures appropriate to Advanced Higher</li> <li>• There is inconsistency in the use of various expressions, especially verbs and/or duplicate verbs</li> <li>• Sentences are basic and there may be language that is not intelligible to a sympathetic native speaker</li> <li>• There may be examples of unidiomatic translation from English and/or examples of dictionary misuse</li> </ul>

Mark	Content	Accuracy	Language resource: variety, range, structures
8 or 4	<ul style="list-style-type: none"> <li>• The essay is unstructured and few aspects are relevant to the title</li> <li>• The topic is not fully addressed</li> <li>• The content is very limited</li> </ul>	<ul style="list-style-type: none"> <li>• The language is almost completely inaccurate throughout the writing and there is little control of language structure</li> <li>• Many of the verbs are incorrect. There is little evidence of the application of appropriate characters for tenses</li> <li>• Most basic structures are not used accurately and control of the language structure generally deteriorates significantly</li> <li>• There are many errors in other parts of speech – conjunction words/personal pronouns, gender of nouns, singular/plural pronoun/noun</li> <li>• Prepositions are not used correctly</li> </ul>	<ul style="list-style-type: none"> <li>• There is little use, if any, of complex and sophisticated language</li> <li>• The essay contains a very limited range of vocabulary and structures</li> <li>• The candidate cannot cope with more than one or two basic verbs</li> <li>• Some sentences may not be understood by a sympathetic native speaker</li> <li>• There are examples of mother tongue interference and serious dictionary misuse</li> </ul>
0	<ul style="list-style-type: none"> <li>• The essay is unstructured and/or irrelevant</li> <li>• The candidate is unable to address the topic</li> </ul>	<ul style="list-style-type: none"> <li>• The language is seriously inaccurate throughout the writing and there is almost no control of language structure</li> <li>• Very few words are written correctly in the modern language</li> </ul>	<ul style="list-style-type: none"> <li>• There is no evidence of complex and sophisticated language</li> <li>• There may be several examples of other language interference</li> <li>• Very few words are written correctly in the modern language</li> <li>• There may be several examples of serious dictionary misuse</li> </ul>

[END OF MARKING INSTRUCTIONS]